

ARKANSAS DIVISION OF ELEMENTARY AND SECONDARY EDUCATION TEACHER AND ADMINISTRATOR RECRUITMENT AND RETENTION PLAN

Pursuant to Ark. Code Ann. § 6-17-1901, *et seq.*, all school districts and open enrollment charter schools must prepare and post to their website by August 1st of each year a three (3) year Teacher and Administrator Recruitment and Retention Plan. An employee must be designated to coordinate the implementation of the plan. Plans must be reviewed and updated annually and must include, but are not limited to, the following:

- Annual goals for
 - *Recruiting and Retaining* teachers/administrators of minority races/ethnicities who increase diversity among staff and, at a minimum, reflect the racial/ethnic diversity of the district's students;
 - *Increasing the number of students* who pursue careers in education with an emphasis on students of minority races/ethnicities;
- The actions and steps taken/will take to meet its each of the goals;
- The progress in meeting each of the goals;
- The evaluative methods it will use to measure progress towards meeting the goals;
- If applicable, the reasons for not meeting previous goals and the steps it will take to overcome those reasons;
- Local data related to educator recruitment and retention

The plan must include the following local data:

Racial/ethnic composition of the

- Student body of the district or charter school (21-22 school year) - [LEA Insights > Enrollment](#)
- Teachers employed (previous 3 school years) - [LEA Insights > Human Capital > Overview > Certified Teaching Staff](#)
- Administrators employed (previous 3 school years) - Cognos: **eFinance>Personnel>Job Assignment>Administrator Counts** or [LEA Insights > Human Capital > Overview > Staff Details > Search by Job Code](#)
- Residents of the district or charter school (most current data) - [State Census Data](#)

Note: Fillable data tables are provided in Appendix A. Districts can also download data from the locations provided above to meet the data requirements of the plan.

Districts are encouraged to review the additional data points below in order to justify goals or evaluate effectiveness of actions.

Racial/ethnic composition of the:

- Teacher and administrator applicant pool
- Teachers and administrators hired
- Teachers leaving the district (attrition)

Racial/ethnic composition of the:

- Student population enrolled in DCTE Pre-Educator program-[CTE Coordinator](#)
- Student population participating as active members of Educators Rising-[CTE Coordinator](#)
- Student population who receive the Certified Teaching Assistant (CTA) credential-[CTE Coordinator](#)
- Student population indicating education as a career choice in [Student Success Plans](#)

Data Related to Teacher Quality

- Years of experience
 - % of novice teachers- [LEA Insights>Human Capital>Overview](#)
 - Average years of experience- [LEA Insights>Human Capital>Overview](#)
- Teacher Attainment
 - Teachers with master's degrees or higher- [LEA Insights>Human Capital>Public Educators](#)
 - National Board Certified Teachers- [LEA Insights>Human Capital>National Board Certified Teachers](#)
 - Teachers with Lead/Master designations- [LEA Insights>Human Capital>Public Educators](#)
- Licensure exception data- [LEA Insights>Human Capital>License Types and Exceptions](#)
- Overall attrition- [LEA Insights>Human Capital>Attrition](#)

Student Growth and Achievement Data

- Student assessment data- myschoolinfo.arkansas.gov>select district>custom report>student assessment

All plans must reflect data analysis.

Three Year Action Plan

After analyzing all relevant data, the district will use the spaces below to develop a three year action plan to address identified needs . Refer to Appendix B for resources to support plan development.

Focus Area: Recruiting a diverse, representative educator workforce that meets the needs of all students

If multiple goals are created, copy and paste the template for each goal.

Recruitment Goal	Cabot Public Schools will work to increase the minority applicant pool.
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Which of the following best describes the recruitment goal?

<input checked="" type="checkbox"/>	New Goal
<input type="checkbox"/>	Extension of a goal from previous year

Action Plan

Describe the steps your district will take over the next three years to meet the recruitment goal. (Lines can be added for additional Action Steps)

	Description	Person(s) Responsible	Target Date
Action Step	Attend job fairs at colleges with a diverse student population.	Sherri Jennings	Spring 2023
Action Step	Create working relationships with colleges with a diverse student population to place interns within our district.	Sherri Jennings	May 2024
Action Step	Create relationships with minority minded advocacy groups in the surrounding communities.	Sherri Jennings Jordan Boris	May 2024

What evidence will be used to determine if the recruitment goal is met? (Include baseline data and expected outcome)

Less than 2% of our current applicant pool for certified positions are minorities. Increasing the percentage over time will show that our goals are being met. We will communicate with current minority staff members to focus on recruitment strategies. We will also communicate with our teachers and administrators our desire to hire more underrepresented applicants.

Review Progress (After Baseline Year)

Describe progress made toward the recruitment goal and any improvements or adjustments that were made to the action plan to overcome barriers to plan success.

Focus Area: Retaining a diverse, representative educator workforce that meets the needs of all students

If multiple goals are created, copy and paste the template for each goal.

Retention Goal	Provide needed support to our minority employees.
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Which of the following best describes the retention goal?	
<input checked="" type="checkbox"/>	New Goal
<input type="checkbox"/>	Extension of a Goal from previous year

Action Plan

Describe the steps your district will take over the next three years to meet the retention goal. (Lines can be added for additional Action Steps)

	Description	Person(s) Responsible	Target Date
Action Step	Do surveys with our minority staff to see what areas	Jordan Boris	May 2023

	need support and then provide what is needed in those areas.		
Action Step	Include and recruit leaders and participants from minority minded groups as well as our diverse staff, to be a part of our diversity, equity, and inclusion committee.	Jordan Boris	May 2024
Action Step	Continue and increase education for staff about diversity awareness.	Sherri Jennings	May 2024

What evidence will be used to determine if the retention goal is met? (Include baseline data and expected outcome)

We will use the baseline data generated from our surveys to determine what support is needed. We will continue to do this every year to see if the support needed is working and if additional supports should be added.

We will monitor participation of the diversity, education, and inclusion committee to insure that our community and our staff are represented.

We will continue to use the SafeSchools platform to educate all new staff on diversity education in workplace. All new teachers will be required to complete the course work and it will be monitored.

Review Progress (After Baseline Year)

Describe progress made toward retention goal achievement and any improvements or adjustments that were made to the action plan to overcome barriers to plan success.

Focus Area: Increasing the number of students who pursue careers in education with

an emphasis on students of minority races and ethnicities

If multiple goals are created, copy and paste the template for each goal.

Student Goal	
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Which of the following best describes the student goal?

<input checked="" type="checkbox"/>	New Goal
<input type="checkbox"/>	Extension of a Goal from previous year

Action Plan

Describe the steps your district will take over the next three years to meet the student goal. (Lines can be added for additional Action Steps)

	Description	Person(s) Responsible	Target Date
Action Step	Strengthen our Educators Rising Club to encourage students to enter the field of education during their high school experience.	Nicole Gatewood, Sherri Jennings	May 2024
Action Step	Consider making scholarships available through the Cabot Panther Foundation for underrepresented populations in the field of education.	Nicole Gatewood, Education Rising Teacher, Jayme Nyborg	May 2024
Action Step	Continue partnership with ASU Beebe to offer and expand concurrent classes in the field of education for our high school students.	Nicole Gatewood	May 2024

What evidence will be used to determine if the student goal is met? (Include baseline data and expected outcome)

Look at membership of high school Educators Rising clubs to determine if more students are taking part in that programming. Increase number of students graduating as CTA's. Our 2021 data showed that 5 students graduated

with their para professional certification.

To make this available to all students, we will provide funding for students taking the assessment.

Review Progress (After Baseline Year)

Describe progress made toward student goal achievement and any improvements or adjustments that were made to the action plan to overcome barriers to plan success.

Plan Submission

INSTRUCTIONS: Complete this page and post on your website along with the finalized Teacher and Administrator Recruitment and Retention plan before August 1.

SCHOOL DISTRICT/CHARTER SCHOOL: Cabot Public Schools	LEA NUMBER: 4304000	COUNTY: Lonoke
Pursuant to A.C.A. § 6-17-1902, an employee must be designated to coordinate recruitment and retention plan implementation.		
COORDINATOR NAME/TITLE: Sherri Jennings- Director of Recruitment, Retention, & Development	COORDINATOR TELEPHONE NUMBER/EMAIL: (501) 843-3363	
<u>The signatures below certify that the district is in compliance with Ark. Code Ann. § 6-17-1901, et seq. and Standard 2-A for Accreditation of Arkansas Public Schools:</u>		

Name of Superintendent or Chief Academic Officer:

Dr Tony Thurman
(Please Print)

Signatures



Superintendent/Chief Academic Officer

7/28/22

Date



Board President

7-28-22

Date



Board Secretary

7-28-2022

Date

Appendix A

Template for Required Data

Districts must include the data below as part of their Teacher and Administrator Recruitment and Retention Plan. Districts may complete the template below or download data from locations outlined on the title page in order to meet plan requirements.

SY 21-22 Data	% American Indian	% Asian	% Black/African American	% Hawaiian/Pacific Islander	% Hispanic/Latino	% Two or More Races	% White
Student Body	.3	1.4	2.5	.19	7.2	6.7	82
Teachers	.6	1	.6	.2	1.2	0	96.4
Administrators	0	0	0	0	0	0	100
Residents	.2	1.2	3.5	0	6.5	4.2	89.2

Previous Yrs Data	% American Indian	% Asian	% Black/African American	% Hawaiian/Pacific Islander	% Hispanic/Latino	% Two or More Races	% White
20-21							
-Teachers	.6	1.2	.2	0	1.1	0	97
-Admin	0	0	0	0	0	0	100
19-20							
-Teachers	.6	1.1	0	0	1.1	0	97.2
-Admin	0	0	0	0	0	0	100

Appendix B

Below are resources recommended by the Arkansas Division of Elementary and Secondary Education to support the development of a district's Teacher and Administrator Recruitment and Retention Plan.

Recruiting a diverse, representative educator workforce that meets the needs of all students

- [Educator Preparation Provider Quality Report \(EPPQR\)](#)
- Diverse Educator Preparation Program Completers list- Superintendents or other officials designated by the superintendent for the purpose of recruiting faculty and staff may access the list by contacting Michael Rowland, DESE Program Advisor, michael.rowland@ade.arkansas.gov
- [The AR Human Capital Handbook](#) (see pages 17-24, 72, 65-69)
- [AR Residency Model that provides a work-based pathway to licensure](#)
- [Greater than Diamonds: Recommendations on Improving Teacher Diversity in Arkansas](#)
- [Additional Resources](#)

Retaining a diverse, representative educator workforce that meets the needs of all students

- [The AR Human Capital Handbook](#) (see pages 44-49, 79)
- The Leading a High Reliability School (2018) resource to review safe, supportive, and collaborative culture indicators (see page 37-74)
- [Greater than Diamonds: Recommendations on Improving Teacher Diversity in Arkansas](#)
- [Additional Resources](#)

Increasing the number of students who pursue careers in education with an emphasis on students of minority races and ethnicities

- Implement a student organization that encourages students to pursue a career in education, such as [Educators Rising](#)
- Develop MOU(s) with [institutions of higher education](#) to provide students the opportunity to earn the Certified Teaching Assistant (CTA) credential and implement the Arkansas Teacher Residency Model